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ABSTRACT

All over America today Human Resources Development (HRD) Departments and/or Agencies are emerging. HRD is an adult and continuing educational process designed to help alleviate some of the adult problems of today with the hope that the future will be more rewarding for all. Today, changes in social and technological conditions are proceeding at such a rapid pace that everyday skills as those involved in child-rearing, food preparation, transportation, health maintenance, and leisure time activities are constantly being modified. The increasing necessity for a mobile population coincident with concentrated living in cities requires adults to learn new patterns, values, and new ways of achieving personal identity repeatedly within a single life-time. Therefore, there is a new emphasis to educate adults as well as children. However, HRD Departments must be not only concerned with recruiting and training adults to function at present, but must address themselves to problems of the future, such as rural America, the universities, and the poor semi- or unskilled, semi- or illiterate poor people, and minority groups. (Author/SB)

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HUMAN RESOURCES DEVELOPMENT—AN EMERGING ROLE FOR BLACK PROFESSIONALS IN HIGHER EDUCATION

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INTRODUCTION

A new note is appearing in American educational thought: Adults must continue to learn; learning, like breathing, is a requirement of living. The assumption that learning is a life long process is based on a new fact of life: The accelerating pace of social change. For the first time in the history of civilization, the time span of drastic cultural change has been telescoped into less than the life span of an individual. The current generation of mature adults now represents the first generation faced with managing a culture different <u>in kind</u> than the one originally transmitted to them. The consequence of this new fact of life is such that a "well-educated youth" of today is an obsolete man of tomorrow.

Obsolescence occurs visibly in regard to knowledge, and daily, men become useless entities in society in terms of skills that were once valuable. The set of facts the present adult generation learned about nature, the human

personality, the arts, and the ordering of human affairs has today been supplanted by a more complete and extensive set.

More knowledge has been discovered during the lifetime of the present adult population than existed at the time of his birth. Furthermore, this knowledge becomes obsolete in essence. By the time the third world (African Nations) develops the atomic weapons or scientific population control for example, they still will be operating in the horse and buggy days in relationship to the western world. Knowledge is not like a mathematical constant.... it is forever changing and challenging itself in the process. Learned truths (such as - matter is mass) become untruths in the light of advanced learning where matter is now defined as mass energy.

In regard to skills, obsolescence is even more apparent. Technological changes require adults and youths to continuously adapt to new methods of work, new vocations, and new and more sophisticated methods of learning. Such (delete other) everyday skills as those involved in child-rearing, food preparation, transportation, health

maintenance and leisure time activities are constantly being modified.

We are in danger of becoming obsolete in other ways which are less visible, but even more tragic. The increasing necessity for a mobile population coinciding with concentrated living in cities requires adults to learn new patterns, values, senses of belonging, and new ways of achieving personal identity repeatedly within a single life-time. Such traditional havens of stability as homes, churches, schools, governments, businesses, and voluntary organizations are in constant flux, striving continually toward greater productivity and compatibility with modern living conditions.

The consequence of this sudden turn in the tide of civilization is clear: A society that makes its educational investment almost entirely in children and youth is on the way to becoming obsolete and is reducing its chances of survival. Therefore, there is new emphasis on the education of adults in America. This is why adult education is shifting rapidly from a marginal to a central concern for many educational statesmen and this is why legislators

and educational policy-makers recognize that society now has as great a stake in the continued learning of adults as it ever had in the education of children.

NEW DIMENSIONS IN HUMAN RESOURCES DEVELOPMENT

All over America today, Human Resources Development Departments and/or Agencies are emerging. Most of them have specific objectives to recruit and train staff; others are meandering in the dark as to what is the meaning of human resources development. Narrowly conceived, it is an adult and continuing education process designed to help alleviate some of the adult problems of today with the hope that the future will be more rewarding for all. Unfortunately, this approach will only help us at best to remain static, and more than likely, this approach will help us retrogress in relativity to technological changes and the changing life styles which are certain to come in the future. From my point of view, and based on our experiences over the last twenty-five years, human resources development programs must be addressed to the problems of the future, while at the same time, using every means to

ameliorate the problems of the present. To this end, the scope of a viable human resources development program is indescribable and probably is outside the realms of the imaginations of the traditionalists. Our youths are being brought up within a traditional system with absolutely no knowledge or idea of what this society will be like twenty-five years from now. Our leaders - political and educational, have demonstrated little innovation except in the area of warfare and defense, if you will, and our universities have not mandated any radical changes in their curricula over the last twenty-five years. Our social engineers must now create an atmosphere where much of their efforts are directed towards the future and not towards the present. I can envision the day when an M. D. will never need to get up from his desk to diagnose the most serious illness of a patient, but will be able to pinpoint the problem only from pressing a button at his desk and get the computer readout.....I can envision the day when there will be no need for teachers and college professors except in the field of programmed learning, and I can further envision the day when recreation and the techniques of using leisure time will be one

of America's top priorities.

In the 1930's and 1940's, when America was striving to become an industrial giant, little, if any thought was given to the problem of air pollution or environmental quality. Yet, we were warned by the Roman writer, Seneca, in 61 A. D. when he wrote:

> "As soon as I had gotten out of the heavy air of Rome and from the stink of the smoky chimney thereof, which, being stirred, poured forth whatever pestilent vapors and soot they had held enclosed in them, I felt an alteration of my disposition."

It is obvious that we did not listen, and now we are paying the consequences.

When rural America, or rather agricultural America became automated, little, if any thought was given to the urban or ghetto problems that would arise as a result of rural to urban migration. Must we continue to make the same mistakes or must we sit down, regardless of how difficult it is, and plan for the future generation? At least we owe society that much, and in my judgment, mankind is indebted to a world which he has done much to destroy ecologically, socially, economically, and racially. The mistakes that have been made by man must be corrected by

man. If this premise is accepted, then we must tackle the task of human resources development in a different and new light.

We must begin to look at the human being well before he comes into this society; we must look at the potential fathers and mothers and begin to program their experiences which will, in effect, dictate to a large extent, the experiences of their offsprings. If we assume that poverty tends to beget poverty, drug addicts tend to beget drug addicts, criminals tend to beget criminals, then we must also assume that excellence and dignity tend to beget excellence and dignity. Where then do we begin in erasing the negative or undesirable characteristics of people in our society is the crucial question to which institutions in the business of human resources development must address themselves. From my point of view, a series of experiences must be programmed for the newborn, the parents and the teachers. These new experiences should take into consideration what the future is likely to be. We have on the drawing board now, programmed learning for two year olds; we want to reduce it to one year olds. When

a child gets to age four, we should be able to predict within tolerable errors, what he is likely to accomplish best in life. If we continue in the field of adult education, and I dare say, we must, then we must look at the adult as a raw product in terms of behavior; and as a result of our effort, we should produce a finished product in terms of behavioral outcomes. The process of educating adults (not children) should be no different from the processes on an industrial production line.

During the 1960's, colleges all over this country were confronted with student uprisings or riots, drug addiction, flight from the dormitories, disregard for religion and its morality, and an almost complete disregard for adult authority. Human Resources Development, as is being conceptualized, was absent. The implementation of a comprehensive concept must, of necessity, take various forms and must involve many different agencies including the decision makers at the Federal level.

Certainly we should have implicit faith in our youth who are in fact charged with the responsibility of transmitting our culture from this generation to the next. It is extremely difficult to admit that we really do not

know what our culture is today. It is not one of violence; it is not one of drug addiction; it is not one of infidelity and immorality; it is not one of poverty and insensitivity to human needs; and hopefully, it is not one in which our democratic institutions are weakening. Our culture, I suppose, is in part a combination of all those undesirable characteristics and in my judgment, educational institutions have the greatest stake in seeing that our culture is brought back in line with what a true democracy should be.

It seems clear that we must look at our society and begin to realistically reorder our priorities. The next twenty-five years should be a period of investment in people and a leveling off of materialistic investment. Rural America needs rebuilding in several ways which could make life more rewarding for all. The many implications are clear....a concentrated effort to rebuild rural America would probably result in the decentralization of current industries, an improvement in environmental living in urban America, a reverse migration from urban to rural America and soon we would effectuate within our capitalistic

system a modified redistribution of the nation's wealth. Concommitant with all of this is the fact that our rural educational institutions...day care and headstart centers, elementary and high schools, and most certainly our colleges would become more sophisticated and relevant to community needs. Rebuilding rural America is a national job that should interest local, state, and Federal governments as well as universities and colleges throughout the nation. Rural poverty is lonely and harsh; its remedies are elusive; under the circumstances, there is space for the wildest imaginations of institutions of higher education. Institutions should endeavor to develop new careers specifically designed for rural America. New careers in housing, health, nutrition, education, environmental quality, consumer economics, management, and business are but a few areas to which institutions can address themselves.

To keep this democracy working, we must certainly forget the negatives of the past and commit ourselves to the betterment of the present and plan for the future. As we look to the future, we must assume that we will be living in a peaceful world and that our

priorities will continuously be changing and the future and its life styles may be somewhat elusive. To this end, institutions which are currently suffering from imaginative sterility need to take a hard and long look at themselves to determine where and how best they can serve society.

THE UNIVERSITY AND ITS ROLE IN HUMAN RESOURCES DEVELOPMENT

An educational institution's most intrinsic value should be its commitment to the development and growth of all mankind. However, social and economic problems have not had the attention of the society, and particularly, the institutions that could have done something about them before the 1960's. A decade is a short time in which to change entrenched traditions, especially if new models of operation must be developed. In many instances, rural, as well as urban problems, have defied the expertise of most well-meaning practitioners and theoriticians. This being the case, much of our effort in the area of human resources development should be directed toward developing demonstratable models that can be

accepted and adopted in treating social and economic ills. It should now be assumed that established institutions are sufficiently flexible and committed to adjust their operational styles, add new dimensions to their original objectives and face up to the challenges concommitant with the new demands of this period.

There is no place in America today for conservative institutions of higher learning, due to present circumstances, developing programs that are action oriented should be a major function of institutions of higher learning. Using Tuskegee Institute (my own institution) as an example, I should like to discuss briefly some of the programs the Human Resources Development Center is currently operating.

-----INSTITUTE OF POLICY, POLITICS AND PEOPLE - This program is designed to work with elected officials, the electorate, potential voters and agencies. The American Constitution is for all - understanding it and living by its content are essential.

-----PUBLIC ADMINISTRATORS SEMINARS - The changing South has ushered in many advantages heretofore not involving

Negroes and poor Caucasians. As many of these persons move into offices with responsibility, they have to be trained and made aware of their administrative functions.

-----HUMAN AND FOREST RESOURCE DEVELOPMENT - Jobs for the poor are mandatory if they are to emerge out of their misery, but training supersedes employment. To this end, this program is designed to train seventy (70) men - twenty (20) forestry aides, twenty (20) bulldozer operators, and thirty (30) housebuilders. The term "housebuilder" is used to indicate that they are trained in all aspects of construction, carpentry, electricity, plumbing, etc.

-----BULLOCK COUNTY DIVERSIFIED FACTORY TRAINING PROGRAM In the black belt of Alabama, like many other areas, the poor are trying to lift themselves up by their own bootstraps and imagination. They cannot always do it alone. In Bullock County, they developed a factory to produce chicken coops, pallets, and housing parts. They had to be trained in the skills of production, cost analysis, marketing, industrial behavior and administration. The factory is now in production and the future for those who

are employed is encouraging. Clearly involved in this type of program are both training and continued technical assistance which can be most effective if carried out by an institution of higher learning with commitment and understanding of the basic problems.

-----LOWNDES COUNTY HANDBAG FACTORY TECHNICAL ASSISTANCE PROGRAM - Lowndes County is the poorest county in the State, but its people are determined to make it on their own. The cities offer no hope for them, not unlike millions more in rural America. Overcoming every imaginable hurdle, they have successfully put together a handbag factory and have gotten some contracts, but without the supporting arm of Tuskegee Institute, they probably would never have received an SBA Loan. Technical assistance to these groups must continue within the foreseeable future if they are to survive as viable non-profit organizations.

-----MID-ALABAMA ADULT AND VOCATIONAL EDUCATION DEMONSTRATION CENTER - This program is designed to train, refer and place an estimated 1,000 illiterates and functionally illiterates annually. Additionally, it is designed to produce a minimum of twenty (20) persons annually with a master's degree in Adult Education. Several Federal and

state agencies will be involved in the process, but as of now, it is very rewarding to note the cooperation being given by Litton Ship Systems which is one of the largest employers on the Gulf Coast. This program emphasizes a very important function of the Human Resources Development Center; cooperative efforts between the Center which is the extension arm of Tuskegee Institute; the School of Education, an academic unit of Tuskegee Institute; a federal agency, HEW-OE; and a private industry, Litton Ship Systems.

-----TRAINING NEW CAREERISTS IN REHABILITATION - This program, over five years, will produce one hundred sub-professionals to work in the Social Rehabilitation Services in Alabama and Georgia. A success factor is built in because the agencies will hire the individuals first, after which they will be trained by Tuskegee Institute (major contractor) and Auburn University (sub-contractor).

-----EMERGENCY SCHOOL ASSISTANCE PROGRAM - Institutions of higher learning are always interested in finding new ways of solving old problems. This is an experimental program designed to work with six selected community groups from Mobile, in the extreme southern portion of the State,

to Pulaski in the northern section in dealing with desegregation problems in public schools.

-----TALENT SEARCH - The continued strength of our nation lies in how well we identify and train our available talent. Since it is a truism that no race, no nation, no ethnic group, no socio-economic group holds a monopoly on talent, this program is therefore designed to identify among the very poorest - those youths who wish to proceed in preparing themselves to become responsible and contributing citizens to society.

-----PROJECT PRIDE - This program synchronizes with Talent Search in that it serves to assist Talent Search and other disadvantaged students get adjusted to college life through a program of counseling and remediation. Professional counselors, student aides, regular staff personnel, and instructors of Tuskegee Institute operate this program.

-----COMPREHENSIVE TRAINING PROGRAM FOR RURAL LAW ENFORCEMENT OFFICERS - The law enforcement officer of today must be a highly sophisticated individual in terms of training. His tasks are complex and numerous, therefore, in-service training to maintain and improve efficiency is highly desirable.

-----RURAL SELF-HELP HOUSING PROJECT - If life could be made more accommodating in rural America, the probabilities are that the pressures and frustrations of the ghetto would, over a period of time, be reduced. Poor housing and unemployment in rural America are two of the contributing factors to out-migration. To this end, the self-help housing project now operational in Macon County and soon to become operational in several other counties is designed to ameliorate, in part, the problems of poor housing and unemployment.

-----TURNKEY III TRAINING PROGRAM - Essentially, this program is designed to train the poor primarily in urban areas how to live in their new homes. The training in all cases consists of both pre-and post-occupancy phases, and the law requires that all potential purchasers be trained.

-----TRAINING PROGRAM FOR GAS STATION OPERATORS AND MANAGERS - Successful businessmen know that their achievements have never come about by chance. It is the quality of the service and of the product that counts. Tuskegee Institute is not questioning, at this point, the quality of the product, but certainly there is a need for improving significantly the quality of the service. Most important

however, is the fact that several of the trainees will end up owning their own operation.

-----NURSES' AIDE TRAINING PROGRAM - Tuskegee Institute with its School of Nursing and a hospital, is always in need of qualified nurses' aides. This holds true for several other hospitals, nursing homes, etc. in the area. The first group of trainees (15) were guaranteed jobs at the John A. Andrew Memorial Hospital and it is hoped that other hospitals will also give Tuskegee Institute the opportunity to train the disadvantaged for service in their hospitals.

-----VETERINARY MOBILE CLINIC - In 1936, Thomas Monroe Campbell, the first Negro County Extension Agent in Alabama published a book entitled "The Moveable School Goes to The Negro Farmer." It gave a detailed description of how Booker T. Washington took education and service to the people. The concept and the model live on at Tuskegee Institute. One example is that the School of Veterinary Medicine, recognizing the need of the poor farmer with his few cattle and swine delivers veterinary service in the rural areas to the poor.

-----SEASONALLY EMPLOYED AGRICULTURAL WORKERS PROGRAM - The small farmer can no longer survive on the income made from farming; therefore, he must find ways and means to supplement his income, and he needs to be trained in other skills in order to become employable. Well over two thousand persons have already benefited from this particular program.

-----RURAL DEVELOPMENT RESEARCH - While the Human Resources Development Center is highly action-oriented, it recognizes that research is absolutely necessary in determining what action is to be taken. For this reason, the Rural Development Project will seek to determine, for example, family housing requirements and needs on the basis of selected family characteristics such as age, economics, size, stage in the family cycle, health, occupation, and ethnic background.

-----NATIONAL CENTER FOR THE TRAINING OF EDUCATIONAL RESOURCES AGENTS TO SERVE RURAL MINORITIES - This program was developed jointly by Tuskegee Institute (major contractor), University of North Dakota, New Mexico State University, and the National Federation for the Improvement

of Rural Education. Its purpose was to develop a model to train persons in the area of problem-solving, development and diffusion. The model as was developed, is currently being used by several universities and colleges across the country.

-----GUYANA RANCH MANAGEMENT AND LIVESTOCK PRODUCTION PROGRAM - This program provides the opportunity for owner—operators, managers, and cattle fieldmen to study the many phases of cattle production. It involves practical experience in the many operational procedures, including all phases of livestock production - poultry, swine, and dairy cattle, as well as beef cattle - animal nutrition, animal breeding, livestock and farm management, meat processing, pasture and forage production, agricultural extension, and animal health. In addition, sufficient theory required to make the practices meaningful is provided. This program is designed specifically for persons who plan to be directly involved in animal production or ranch management, either as owners or operators, for the Government of Guyana or for other private owners. It is supported jointly by the Government of

Guyana and the United States Agency for International Development. Since its inception in 1968, this program has successfully trained twenty-four (24) participants. Fifteen (15) new participants arrived August 1, 1971 and for the first time, this group includes females, two of whom are currently enrolled.

There are several other programs that are either operational or in the developmental stages - such as the Poultry Project in Senegal and Mali, the Nutrition Project as it relates to the recipients of food stamps and surplus food, a Model Transportation Project for the urban poor, Headstart Teacher Training, Infant Health Care, etc. The foregoing listing serves to illustrate the range of Tuskegee Institute's involvement in outreach programs; however, it should not be construed that our imaginations have become sterile.

Universities and other institutions of higher learning must recognize that the major contribution they have to make in improving the quality of rural life is to achieve an appropriate rural-urban balance in the distribution of economic opportunity and population. This responsibility

is challenging and requires the imaginations of the most aggressive individuals within the university. Programmatic parameters as established by some of the more conservative institutions of higher learning must now give way to the more liberal institutions that are beginning to show some real concern for the plight of minorities and poor Caucasians.

URGENCY OF BLACK PROFESSIONALS' INVOLVEMENT IN HUMAN RESOURCES DEVELOPMENT

Education long has been recognized as one of the important ways in which the promise of America—equality of opportunity—can be fulfilled. The hope of public education always has been that it would be a means of assuring equal opportunity and of strengthening and unifying American society.[1]

During the early years of the Republic, Thomas Jefferson said of education's role:

> The object is to bring into action that mass of talents which lies buried in poverty in every county for want of means of development, and thus, give activity to a mass of

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[1]Education Policies Commission of the National Education Association and the American Association of School Administrators, "American Education and the Search for Equal Opportunity, 4 (1965)."

> mind, which in proportion to our population, shall be the double or treble of what it is in most countries.[2]

Needless to say that American education has not brought into action that mass of talent. Negroes, Indians, Mexicans and nearly all minority groups have been systematically left out of the American educational system. Lip service has been given to the need of educating all Americans and providing each individual with an opportunity to develop to his fullest potential, but this dream is far from being realized. Racism in its most deceptive and destructive form has been the one and only reason why America has not achieved its goal in providing all people with equal opportunities.

In the middle of the 19th century, Horace Mann defined education as the "great equalizer of the conditions of men—the balance wheel of the social machinery."[3]

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[2] "Letter from Thomas Jefferson to Mr. Correa, November 25, 1817," The writings of Thomas Jefferson, 94-94 (Washington Ed. 1854).

[3] "Twelfth Annual Report of Horace Mann as Secretary of the Massachusetts State Board of Education, (1848)."

Over one hundred years later (1848-1971), our social system which has developed indigestion from what seems to be perpetual prejudice has not yet developed a model where education can be used as the great equalizer of men. It is not unlikely in America today that a black child born as a genius may live his entire life without his potentialities being recognized and directed into full blossom. This is not likely to ever happen to a white child.

Black professionals in higher education should see themselves as the nucleus of an educational revolution in America designed to tackle the inequities of the educational system at every level. One of your basic functions is to get the United States of America to recognize the valuable human resources that are going to waste only because of inherent prejudice. The United States Supreme Court, in its 1954 decision on school desegregation, said of education:

> Today, it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his

> environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.[4]

This monumental decision ushered in a period of resolute definance of law and a determination to fight the forces of progress never before experienced by this society. To maintain segregated schools, massive busing of Negro children was the order of the day, but to initiate desegregation by busing has now become an unforgivable sin. It is clear that education, as the great equalizer, has not gotten the commitment nor the support of our leaders since the founding of this nation.

Education is the route to individual happiness and economic growth and it is the basic ingredient of a nation that expects to survive the hazards of national and international misunderstandings.

The Negro worker male and female has been improving his education much faster than the white worker so that today, he is catching up with the white. Despite

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[4]Brown vs. Board of Education of Topeka, 347 U. S. 483, 493 (1954).

this, the non-white worker is earning no more relatively; in fact, he is earning less. In 1949, the average hourly earning of the male white worker was $1.90; for the non-white male worker it was $1.00. Ten years later, in 1959, the average hourly wage of the white male worker was $3.20; for the non-white male worker, it was $1.75. The 90 cents an hour difference between the white and non-white male worker jumped in a decade from 90 cents to $1.45. Commenting in 1964 that the average earnings of the non-white worker is about half that of white workers, Secretary of Labor, W. Willard Wirtz said, "There is a continuing lag, and it is getting worst."[5]

The facts seem to indicate that for non-white, there is an inverse relationship between education and income because although non-whites are trying to catch up educationally, they are being left further behind economically. The fight to keep non-whites on the bottom is becoming more organized and sophisticated especially at the state and local levels. The issue of providing

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[5]Joanne Grant, Black Protest-History, Documents and Analyses, Tawcett Publication, Inc., Conn. 1968, 477.

non-whites with equal educational and economic opportunity has become a major political issue and sounds coming from several political levels, lead one to believe that the possibility that America will retrogress into the pre 1954 era.

No nation, no race, no ethnic or religious group hold a monopoly on knowledge. Western Electric, in its publication, "Legacy For All—A Record of Achievements by Black American Scientists, said:

> Scientific achievements do not just happen. They are caused by the curiosity and perseverance of men's minds. The achievements listed here (in Legacy For All) are for the benefit of all men, but the credit for the achievements belong to the minds of black men.[6]

Frankie M. Freeman, member of the U. S. Commission on Civil Rights implied very clearly that what America is looking at in the process of racial isolation "is the brutal and unnecessary damage to human lives."[7]

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[6] Western Electric. Legacy for All—A Record of Achievements by Black American Scientists. Johnson Publishing Co., Inc., New York, 1971, p. 3.

[7] Racial Isolation in the Public Schools. "A Report of the U. S. Commission on Civil Rights," U. S. Government Printing Press, 1967, p. 213.

If this congress is going to make an impact, it is urgent that strategies be developed, the current facts as they relate to blacks be told, and that national attention be drawn to the worsening plight of minorities in America. Recruiting bright black youths for sophisticated predominantly white universities, establishing black studies departments, putting a few blacks in well-paying positions with no power to make decisions, are not nearly enough. In China, President Nixon, one of the great Presidents of this great land implied at the Great Wall of China that we hope we could have a world where there are no physical or psychological walls. The best place to start demonstrating that idea is right here at home and I hope that black professionals in higher education will deem it very urgent to assist our President in breaking down the walls of racism, prejudice and hatred in America.

SUMMARY

Human Resources development in America today is probably the most difficult task facing our nation. However, it is imperative in this period of economic stress

and strain that a sincere effort be made in meeting the needs of all people. There have been circumstances in this country in which educational goals have been defined and redefined. You may recall that in the period following World War I, the people of this country turned their attention to reshaping educational goals. Prior to that period, an elementary education was generally held to be reasonable preparation for effective citizenship. It must be admitted that now we are in a period when great cultural changes are taking place. This is a period in which human needs and aspirations call for more creative thought and action, broader and deeper knowledge of human nature, and a greater understanding of the needs of the developing nations. It is a period in which our cities are decaying morally, physically, and ecologically and it is a period in which underprivileged people are demanding their rights.

Answers to these and other pressing problems may be long in coming but we must start now in creating opportunities for all people to accomplish at least economic

efficiency as well as civic responsibility. This, I think, is our task.